



STUDENT COMMENTS

HERE ARE SOME COMMENTS FROM STUDENTS.....AND SOME PLEDGES AND PROMISES THAT SOME STUDENTS SOUGHT TO CARRY AWAY FROM THE C.O.R. MEETINGS AND INTO THEIR SCHOOLS AND LIVES:

Our Elders: What Do They Know Anyway? Ageism: Communication Among the Generations.

Thursday, April 29, 1999

Location: Queen of Peace High School, Chicago, IL

The final C.O.R. Supper of the 98-99 school year was held at Queen of Peace High School on Thursday, April 29, 1999.

While the supper focused on the generation gap and honoring older generations, we also used the evening to celebrate the successes of the CATHOLIC SCHOOLS OPPOSING RACISM program during the 98-99 School Year.

Many of the student-participants invited teachers, parents, or other significant adults in their lives to join them in this celebration.

Sue O'Halloram of The Kaleidoscope Group began the evening with community building activities to bridge any gap that might exist between students and adults. Sue used creative methods to mix the generations and then gave them great discussion prompts; she also had them play the game "Random Acts of Kindness" where participants, acting as Mother Teresa and Gandhi, go out and commit random acts of kindness for people in the room they don't know.

After students and adults had broken the ice with these exercises, they ate dinner together while discussing issues related to age and thinking in ways to encourage interaction among the generations.

The evening ended with a moving prayer service that included shared prayer, a blessing of the students' hands

so that they might use their hands for "service, to reach out to the stranger and to transform the world."

The prayer service concluded with the ritual of clearing the the inclusive table and to taking the symbolic objects on the table and the actions in participants' hearts back into the world.

This supper included faculty from eleven different schools. 101 people took part in this concluding meal-meeting for the 98-99 year.

The year-long C.O.R. program is supported by Queen of Peace High School, sponsored by the Sinsinawa Dominicans, and Angels Studio, a communications ministry of the Chicago Province of the Society of the Divine Word, and facilitated by The Kaleidoscope Group.

You Throw Like A Girl: The Gender Gap and Gender Stereotypes

Wednesday, March 24, 1999

The sixth C.O.R. Supper was held at Madonna High School on Wednesday, March 24, 1999. During this evening participants focused on gender stereotypes and how those stereotypes pervade our culture.

The evening began with students working in groups and examining scenarios that violate Title IX, the law that dictates gender equality in public education. After working on that exercise, the presenters-Charles Young and Sue O'Halloran from The Kaleidoscope Group-asked students to investigate the portrayal of gender in children's books.

Students found that both in plot and illustration some books had obvious stereotypes, such as in a Curious George book where all the doctors were men and all the nurses were women or a children's book where the wife only makes mistakes and must always ask her husband to tell her what to do. Luckily, students also inspected some newer children's books like Amazing Grace-in which a young girl has an active fantasy life and pretends to be anyone from a pirate to a soldier at Troy to Mowgli and ends up playing the part of Peter Pan in the school play-and Ira Sleeps Over, which portrays a young boy going on his first sleepover and discovering that both he and his friend sleep with their teddy bears.

After looking at children's books, students discussed the different gender stereotypes that exist in our society about men and women and various subjects, such as money, education, sports, dating, etc. Young and O'Halloran then demonstrated how simple stereotypes, those that we almost don't question, can lead to dire consequences for both men and women. For example, the belief that women should be passive sexually can lead to date rape and the belief that men should not display their emotions can lead to men having heart attacks. Students then got to hear stories from other teenagers who have experienced gender discrimination: from a girl denied the chance to participate in a neighborhood basketball game to a boy rejected from a job at an ice cream shop to a girl treated as a weakling next to her male coworkers as a lifeguard.

The supper concluded with the final ceremony of students reading the vision statements they created over supper, which imagined a world in which women were "intelligent, educated, and not afraid to stand up for what they believe" and men were "compassionate, non-violent and caring" and, as always, with the sending forth of the inclusive table into the world.

This supper included students and faculty from fourteen different schools in the Archdiocese. There were 126 people registered for the supper: 105 students and 21 adults.

Vision Statements from the Sixth C.O.R. Supper
"You Throw Like a Girl!"

IMAGINE...

Our World With Male and Female Seen This Way...

I AM A WOMAN

I am educated, healthy, talented and loving. Both

perfect and imperfect; a mother, wife, sister, and a friend. I am a

woman of the present and a model for the future

I AM A MAN

I'm educated, healthy, talented and strong. Both perfect

and imperfect; a father, brother, and ally. I can cook, clean, and

baby-sit. I am an individual. I am also woman.

IMAGINE... This

A woman playing professional football

A man being a nurse

A woman giving a man a fade

A man running a daycare center

A woman driving a fire truck

A man cooking his wife dinner when she comes home from work

Everyone can do everything they want!!

IMAGINE...

WOMAN

I imagine a woman who is . . . trustworthy, loving, caring, compassionate, empowered, self-confident, beautiful, intelligent, not afraid to stand up for her beliefs. Overall: unique.

MAN

I imagine a man who is . . . compassionate, caring, loving, trustworthy, self-confident, not jealous, non-violent, intelligent, handsome. Overall: outgoing.

IMAGINE...

. . . a guy cleaning . . . a girl being ordained

. . . a guy putting on make-up . . . a girl fixing a car

. . . a guy rocking a baby . . . a girl as president

. . . a guy with an apron on . . . a bald girl

. . . a guy shopping for curtains and bath towels . . . a girl playing football

. . . a Bible that doesn't discriminate

IMAGINE... Picture the following...

On one side, a man holding a frying pan. On the other, a woman on the basketball court. Title-"Freer Gender Roles"

On one side, a woman who is a doctor. On the other, a man who is a secretary. Title-"I'll Be Anything I Want to Be"

IMAGINE...

Picture of a gender-neutral person.

A man who thinks he can,
and a woman who does what she can.
They both hold the key to the future

And who know what it may bring
To share one life it all seems to be

That a man and woman
see it can only be or mean one thing,
That we are all equal.

IMAGINE... "1/2 & *"

Picture of a person who is half woman and half man...

Together we make a whole! Everyone has a man and woman inside of them.

IMAGINE...

Picture of a man and woman holding hands standing on a rainbow over a dark city. Below the rainbow it says "Hate Injustice Misunderstanding" Over the Rainbow it says "Togetherness Equality Happiness"

Other Images...

- Picture of a Man working at Baskin Robbins, scooping ice cream
- Picture of a Woman fighting fires.

A student talked of being rejected from a job at Baskin Robbins because the manager didn't trust male employees or think they would work as hard as girls or be able to do the baking.

Another student told a story of being treated as a weakling and made to do stereotypical "woman's work" (i.e., cleaning the bathrooms) while a lifeguard .

"I'm Not A Racist, But..."

Racism: Are Things Any Better?

The fifth C.O.R. Supper was held at St. Patrick High School on Wednesday, February 24, 1999. During this evening, participants focused on the state of race-relations in the United States today, looking at both personal and institutional racism.

The evening began with students working in groups to explain why we celebrate Black History Month, to list the pros and cons of having such a month, and to define "race". Students shared their answers with the large group and then the presenters -- Charles Young and Sue O'Halloran from The Kaleidoscope Group -- briefly reminded the group that, until recently, Americans have avoided discussing the topic of race and ended by explaining that, after lengthy academic study, scientists now agree that "race" is a human construct -- and does not exist!

Students then watched the video "True Colors", produced and aired on "Prime Time Live", which follows two men -- Glen Brewer, a black man, and John Kuhnen, a white man --- as they attempt the activities needed to move to a new city : shopping, applying for a job, buying a car and renting an apartment.

The video chronicles the disturbing differences in the way these two men are treated as they go about society: Glen finds himself either ignored or "tailed" in stores to make sure he doesn't steal; landlords who tell John that an apartment is available tell Glen only minutes later that the apartment has been rented and a car dealer attempts to charge Glen \$1,000 more for a car than John. At the end of the video, Glen determines that he would be reluctant to move to this city, while John believes he would do fine.

After the video, Sue O'Halloran and Charles Young answered questions. The first question asked was -- how to confront racism so that people will listen instead of getting angry.

In response to the question, Charles taught students to use a behavior, or an exercise, called the "I" message. This was a way to focus not on judging and blaming people, but on letting others know the effect their behaviors have on others.

To send an "I" message, students need only to:

- (1) Describe the behavior without judgment
- (2) Describe how the behavior makes them feel
- (3) Describe the impact the behavior has, or will have on them, and how they might act because of that behavior
- (4) Explain what alternative action/talk they prefer, rather than the negative/racist talk they have witnessed.

For example, when a friend tells a racist joke, instead of saying "Cut it out! You're acting like a jerk! -- a student can now say -- "When you tell jokes that make fun of people because of their race, I feel angry and uncomfortable. This makes me not want to hang out with you, and makes me think that I can't introduce you to my best friend from grade school -- who is black. I would appreciate it if you would stop telling those kinds of jokes around me."

After this explanation of the "I" message -- or a skill to enable people to deal with the racist comment/action joke -- Sue answered a student question about the exact nature of discrimination and how to recognize it.

Sue explained the ways in which racism has been institutionalized in our country through such acts as purposefully excluding African-Americans from important business and government institutions and preventing African-American from moving into certain neighborhoods.

Through these examples, students learned that racism is not just about individuals not liking one another; rather they learned that there are concrete, historical reasons that determine the way race relations are today.

During dinner, students worked in groups to create three questions they would ask John Kuhnen and Glen Brewer if they could; they also created a commitment statement about how they will respond when they witness racist behavior.

The surprise came when after dinner John and Glen showed up! For 45 minutes, an excited student audience posed questions to the two stars of "True Colors". John and Glen discussed how they got involved in being "testers" for the fair housing law, which led to their work on the video, and how the discrimination they experienced and witnessed made them feel about themselves, society, their friendship, and the future of diversity work in general.

The supper concluded with a final ceremony of students reading their commitment/action statements (See below), and as always, with a ritual -- the sending-forth of the of the C.O.R. students to bring the inclusive table into their schools and world.

This supper included students and faculty from 19 different high schools in the Archdiocese of Chicago.

There were 62 people registered for the supper, 136 students and 26 adults.

STUDENT COMMENTS

The comments of students created by each of the table groups after their discussions -- responding to the question --- As a group decide on one thing you think you can do when you are the target of racial discrimination or when you see that someone else is.

The Student Action Statements:

(See above description of the presentation to explain the "I" message as described in the students' comments below.)

"We will try to use the "I" message and seek to challenge any racist or discriminatory comment or joke in an assertive and respectful manner."

"We would use the "I" message assertively but calmly and try to educate the individuals on their act.."

"We will use the "I" message. We would try to teach other people about discrimination and its effect on people..."

"We will educate others by educating ourselves....we will use the "I" message..and also to step back when and if it gets out of hand --- and to deal with it later when it cools off..."

"We will take a conscientious approach to ending discrimination."

"We will make know that the actions that the person is demonstrating are inappropriate and suggest ways that they can improve their manners."

"We will try to learn from the experience and also to work on something against it. We would also try to teach the person how this racist action/word is making our country come apart."

"We would seek to treat people in a way that we want to be treated....We would seek to see the best in others...we would seek to spread the news about being aware of how pernicious racism is.....and we would seek to divert business away from discriminators."

"We would seek to talk to them and say something about the issues -- so that they can be solved....We would make people aware of the other group.....We would reverse the joke or comment....We would educate the young..."

"We would seek to educate the ignorant and challenge through questioning.."
"When we witness or experience racial discrimination, rather than sit back and absorb the discrimination --- we will stand up and challenge racism....And if it means being alone as a group we will be strong and stand up against racism..."

February 24, 1999

"The Global Village: What Does Rwanda Have To Do With Me?"

Tools for a shrinking world. Xenophobia and ethnocentrism

The fourth C.O.R. Supper was held at De La Salle Institute on Tuesday, January 26, 1999. The theme of this supper was "The Global Village". The evening began with the presenters-Anita Zanchettin, Charles Young, and Sue O'Halloran from The Kaleidoscope Group-placing students in a group activity that required participants to take on the values and communication styles of an unidentified culture, to invent a creation myth for that new culture, and then to make an important decision as members of that culture. Students busily set about with markers and paper to draw their creation myths and then attempted to arrive at a decision using their new personas. The fun really got started, however, when students were asked to leave their monocultural groups and to join a multicultural group where they would have to make the same decision; this time, students experienced the frustration of trying to work with others without understanding their cultural values and communication styles.

After the simulations, students shared what had frustrated them and what they had learned from the activities. Only then did the presenters reveal that what the cultures the students had simulated actually represented real cultures, those of France and Russia, of Asian countries, and of the United States. Drawing from their group experiences, students used their time during supper to brainstorm a list of skills they thought they would need to live well in the global village. The evening ended with a shared prayer that included students' commitments to becoming responsible global citizens. In keeping with the C.O.R. tradition of honoring a cultural group at each

supper, participants symbolically invited the Asian community into the gathering during the opening ritual of the supper.

This supper included students and faculty from seventeen different schools in the Archdiocese. There were 150 people registered for the supper: 123 students and 27 adults.

At the end of the C.O.R. meeting on the Global Village and other cultures, each table proposed these resolutions:

Educate ourselves about other cultures...

Cultivate understanding....

Be a good listener...

Let issues be negotiable ...

Be open to new ideas...

Keep an open-minded attitude...

Respect the opinions of others ...

Work on increasing good communication.

Exercise patience ...

We can be more aware of other people's cultures and beliefs.

We should not be racists or carry stereotypes with us when we enter situations that may feel uncomfortable.

And above all : we should treat each other as equals.

The need to be educated about other cultures....being open-minded....being more aware of individuals and differences ... and to be more inclusive global citizens.

The resolve to understand other points of view instead of pre-judging....and to learn more about other cultures..."

Be open-minded...don't be judgmental...Try to get involved.

Try to relate similarities in cultures.

Try to stay up to date with current events in other cultures.

Read more newspapers...Watch more news... Be actively involved.

Get a baseline understanding of other cultures by doing services projects and studying in school; seek to be open-minded to reach equality.

Respect opinions.

Be more open-minded.

Listen to others..help them out.

Don't put them down.

Look at cultural similarities.

Be friendly and considerate.

Resist the temptation to be closed to others.

Force ourselves to do things we are scared of.

Seek experiences of new cultures and new countries.

Recognize that economically and culturally, we are intertwined with the rest of the world.

Seek to learn more about other cultures.

Be open minded.

Realize that everyone does not have to be the same -- that would be a boring life.

Differences make life exciting.

Celebrate each other.

Set a common goal.

Be willing to compromise in conflict situations.

Be critical of the views of the media.

Develop understanding.

Be open.

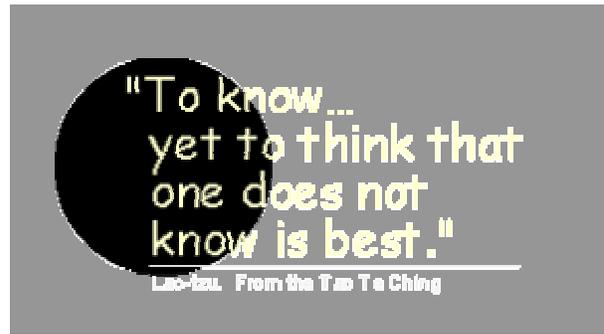
Realize what is going on in the wider world.

Look at things from another perspective.

Try to look at everyone as equal...no one is better or more perfect.

Get others to understand and appreciate -- rather than conform to our ideas.

Listen to everyone's ideas. Be aware of different cultures and behaviors. Communicate understanding. See other points of views and reasonings.



Are You Ready for High School?

On Saturday, December 5th 1998 C.O.R. hosted "'Are You Ready for High School?' Entering a Wider World: Shocks and skills," an event for junior high students in the Archdiocese. This day was designed to ease the transition that students must make from Catholic grade schools to Catholic high schools. Participants began the day by engaging in community building activities led by Susan O'Halloran of The Kaleidoscope Group. Sue plunged the students into new situations and meeting new people as she had student participate in such games as

"Random Acts of Kindness" where students, acting as Mother Teresa and Gandhi, go out commit random acts of kindness for people in the room they don't know.

After students got to know one another, O'Halloran led them through a session on "Cultural Identity," which helped students see that they--and all people--are complex beings who belong to many cultures. Students then looked at their personalities in the "Personal Identity" session during which they looked at who they think they are, who others think they are, and how to carry their 'authentic selves' into high school.

The final session asked students to examine how to suspend judgment when their personal and/or cultural identities bump into someone else's personal and/or cultural identities; students ended this session by playing the "Well, maybe..." game which has students create as many explanations as possible for another person's behavior before they judge that person. The Cultural and Personal Identity sessions were facilitated by the high school members of the C.O.R. Steering Committee; both sessions began with storytelling by high school students.

The day ended with the students of each participating school creatively expressing what they learned and sharing during the closing ceremony. Finally, the day ended with a prayer service that combined junior high students placing a "brick" that represented the authentic self they want to take to high school into the outline of a high school on the chapel wall with the high school members of C.O.R. offering their prayers for the junior high students.

December 10, 1998

Whose Country Is It Anyway?

Exploring Roots and Identity

The third C.O.R. Supper was held at Longwood Academy on Tuesday, November 17, 1998. The theme of this supper was "Whose Country Is It Anyway?" Students addressed the issues of immigration and who "the stranger" is in America. These issues were brought to life by the opening storytelling by four Queen of Peace students who recounted the tales of their families' immigration and adjustment to America.

Then, a panel of children of immigrants (including a Polish-American woman, a Japanese-American man, an African-American woman, a Mexican-American student, and a Haitian-American student) - facilitated by Russell Nicholson of The Kaleidoscope Group - that discussed the experience of coming from an immigrant family and addressed questions posed by the audience, and by the student-led conversations they had during dinner.

Students ended the night by sharing their commitment statements to welcoming "the stranger" in their communities. As well as the immigrant and "stranger" experience, participants in the supper honored the Native American community through prayer and the opening ritual of the supper.

The supper included students and faculty from sixteen different schools in the Archdiocese. There were 117 people registered for the supper: 99 students and 18 adults.

Must It Always Be Us & Them? The Easy and Destructive Habit of Using Stereotypes.

October 26, 1998

The following are comments and proposed actions from the Participating Groups (dinner table groups) dealing with the destructive habits of propagating stereotypes.

Group: "The Reinforcers"

"...We need to question ourselves...

...Be open-minded..

...Identify our anger points...

...Stop rumors and gossip...

...Let people voice opinions... just listen..."

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Group: "The Non-Trifling People"

"...Talk...

...Stop name-calling..

...Stop yourself - before it begins...

...Question...

... See the person from the other group as a person, not just a people...

...Be aware of the stereotypes propagated by media, advertising, TV..."

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Group: "True Colors"

Some of the Prejudice/Stereotypes in Our Lives...

"...All jocks are stupid...

...All teenagers are delinquents...

...All people who listen to classical music are old and rich...

-

Some Skills that We Will Use to Handle Prejudice/Stereotyping...

"...Don't prejudge...

"...Observe - before forming an opinion...

"...Be open to ideas..."

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The Factors That Impact Us In Society About How We View Each Other...

"...Media...Movies...Family...

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How Can We Handle Them...

"...By changing the views within us by ourselves and passing them (changed attitudes) on to the next generation....

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A Commitment for the Month Ahead...

"...Don't look at people as objects..."

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Ideas for Actions...

"...Never publicly disrespect others with stereotypes...

"...Kill others with kindness...Show kindness before unkindness..."

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Group: "F.E.A.R."
FOR...EQUALITY...AGAINST...RACISM

Some Ways We Can Manage Our Stereotypes...

"...Being less judgmental...

...Thinking twice before we jump to conclusions...

..Establishing a balance between different ethnicities...

...Keeping an open mind..."

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Group: "The Optimists"
(To Better Our Future There's Hope, and We Should Be Optimistic)

How to Fight Stereotypes...

"...Go to the community...

...Get hands-on experience...

...Get integrated with society and get to know people...

...Prove what's wrong in stereotypes..."

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Group: "Unity"

Skills to Combat Stereotypes...

"...See best qualities in a person...

...Get to know people...

...Become interested and involved in many different things...and you may enjoy it....

...Become open-minded..."

...Welcome new ideas....

...Become more educated about people or things which we stereotype..."

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Group: "The Over-Achievers"

"...Our group will commit to ask questions and not just generalize or assume. We will be open-minded and considerate of others' points of view. We will see people as individuals first and as members of a group second. Our ideas for actions against society's stereotypes include speaking up and not letting comments go and let people know how we feel =) ..."

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Group: "Four"

"...We explored the prejudices we have against certain groups, e.g. cheerleaders (no sense, airheads, fake, etc.)...and against certain schools, neighborhoods, and the way people dress..." We talked about the prejudices of "Dumb Jocks" (special privileges) and our attitudes about age. Dealing with these: get to know people we stereotype against... Ask yourself, "What is making me feel the way I do about them?"

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Group: "World Citizens"

Prejudices/Stereotypes...

"...Ball players vs. non-ball players...

...Athletes vs. intellectuals...

...About appearance...

...Where you live..."

...Economic status..."

Skills

"...Be aware of media stereotypes..."

...Write/protest to media outlets...

...Be open-minded...

...Sit at a cafeteria table with someone you don't know...

...Think before you speak..."

...Control your emotions..."

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Group: "The Wise Ones"

"...Some personal skills we commit to:

Talking to people...

Asking questions...

Think of the exceptions to the "generalizing" of stereotypes...

Ask - 'What have I learned?'..."

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Group: "The Unifiers"

<u>Prejudice</u>	<u>Skill</u>
People who talk slow.	Learn to be patient.
Some neighborhoods.	Learn to know people before you judge neighborhoods.
Athletes.	Realize that people can be good at more than one thing.
Age	Realize that not all are the same.

"...Stand up for those discriminated against in a group..."

Group: "The COR-Vets"

"...Different people have different talents...Experience others different from yourself... Get to know people better..."

Be open-minded...Question media stereotypes...Take action...Support C.O.R.

September 29, 1998

Insiders & Outsiders: Which Are You?

"...After this dinner we have learned that we need to talk to people and help them see what we see. That is to open your mind and inform people that new associations are good..."

"...We will include everyone and receive the people that are usually left out and bring them into our groups..."

"Be more open- minded....Don't participate in "picking on" people. Have a positive attitude..."

"..Reach out to others by taking the risk of leaving your own secluded group to get to know other people..."

"...Take the risk to build a better tomorrow !!..."

"...Continue to create a pattern to bring friends forward, but first start with yourself...Take this experience learned today and bring it back to your own school..."

"Talk to everyone...but don't force it....This is our commitment when we return to our schools..."

"...We as a group pledge to reach out more to the people that are different from us and to bring a friend with us to the next C.O.R. supper.We pledge to form clubs in our own schools..."

"... Become a Risk taker...Open minded...Let yourself know someone new.. Encourage others....Make an attempt to understand others....Be optimistic....Don't be afraid to reflect.....Enlighten others with presentations...Listen with your heart..."

"..In order to be inclusive we can encourage others and keep the lines of communication open..."

"...From now on when we go back to our everyday lives, we will make a conscious effort to get to know two or more people we would normally exclude from our lives...."

"...Be friendly to everyone....Don't associate with just your group....be open and welcome others....try new things....."Different is good"....."

"...We believe that the biggest "insider-Outsider" relationship in any school is the relationship between teachers and students. We had the opportunity to have a majority of 4 teachers to 2 students in our group - and the overall theme was to have a more open communication between teachers and students...."

"...Don't judge other people...Be open minded...Be nice....Look at people in a positive way....Listen to what people say..."

"...Make new friends, and when you form these friendships, be open-minded and respectful as to what they have to say..."

"...Teach people not to stereotype...Get friends to join....Try to start programs about diversity...Create more Harmony Days...Set an example... Apply other

cultural experiences....Avoid racial jokes..."

"...Realize new things....Introduce yourself, Don't judge, get involved....Remember people's names, mediate between groups....Form leadership groups...Talk to the "quiet" people....Create a retreat or orientation session, similar to this C.O.R. evening - to build confidence or incoming freshmen..."

"..Make new friends...and when you form these friendships, be open-minded and respectful as to what they have to say..."

C.O.R. YEAR 1998-1999

PARTICIPATING C.O.R. SCHOOLS

- St. Barbara High School
- Brother Rice High School
- Carmel High School
- Cristo Rey Jesuit High School
- De La Salle Institute
- Good Counsel High School
- Gordon Tech High School
- Hales Franciscan High School
- Holy Cross High School
- Holy Trinity High School
- St. Ignatius College Prep High School
- Immaculate Heart of Mary High School
- Josephinum High School
- St. Laurence High School
- Leo High School
- Longwood Academy
- Lourdes High School Loyola Academy
- Madonna High School
- Marian Catholic High School
- Marist High School
- Mother McAuley Liberal Arts High School
- Nazareth Academy
- Notre Dame High School (Girls)
- Notre Dame High School (Boys)
- St. Patrick High School
- Queen of Peace High School
- Regina Dominican High School
- Resurrection High School
- St. Barbara High School
- St. Rita High School
- St. Scholastica Academy
- Trinity High School
- St. Viator High School